

INTRODUCTION TO IM

Session Length: 2, 3-hour sessions

8:00-11:00 AM, Aug. 8/9

Consulting Available 12:00-3:00 PM

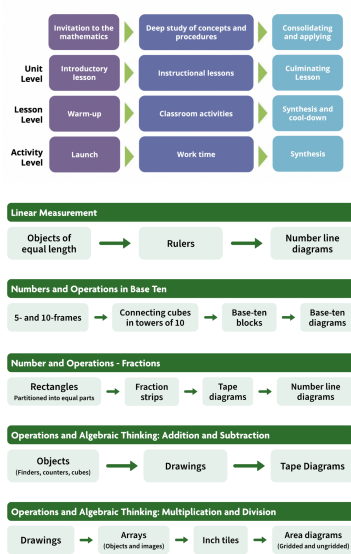
District IM Platform: Imagine Learning

Teachers will have: Manuals, student workbooks, and prepared centers.

Teresa Brown

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Time		Description	Materials	Physical Materials
8:00 -8:30		Welcome and Opening General participation reminders <ul style="list-style-type: none"> • Act 48 • Restroom/phone/food • Slidedeck access Kickoff question discussion: What do you already know about IM? Gallery rotation: <ol style="list-style-type: none"> 1) Curriculum design 2) Instructional routines/activities 3) Mathematics Strategies and Modeling 4) What/how' to assess 5) Hesitations about the curriculum 6) Questions you have 	Slide deck Teacher note sheet	District can provide: <ul style="list-style-type: none"> • Poster paper • Poster markers • Sticky notes • Sharpies • Copies of teacher notes sheet *Please let me know if I need to stop and pick these up to bring 😊
8:30 -8:45	1	About IM <ul style="list-style-type: none"> - Curriculum design principles - Scope & Sequence Rationales/Story of each grade level - Direct teachers to create a "quick" scope and sequence of their year. Dates/time optional. The goal is to familiarize teachers with the big picture. <i>*Base this discussion off of what teachers already learned during their IM specific training the previous day.</i>	Scope & Sequence Dependency Chart Blank Curriculum Template *.Optional for if a teacher wants to use it. All teachers will eventually complete the framework as a district requirement. Stories of the Grade Levels IM Design	Printed copies of documents for teachers. Not necessary, but always appreciated!

			 <p>The diagram illustrates the structure of mathematics instruction across different levels and topics. It includes a table for Unit, Lesson, and Activity levels, followed by topic-specific flowcharts for Linear Measurement, Numbers and Operations in Base Ten, Fractions, Addition and Subtraction, and Multiplication and Division.</p> <table><tr><th>Unit Level</th><th>Lesson Level</th><th>Activity Level</th></tr><tr><td>Invitation to the mathematics</td><td>Introductory lesson</td><td>Launch</td></tr><tr><td>Deep study of concepts and procedures</td><td>Warm-up</td><td>Work time</td></tr><tr><td>Consolidating and applying</td><td>Classroom activities</td><td>Synthesis</td></tr><tr><td></td><td></td><td>Culminating Lesson</td></tr><tr><td></td><td></td><td>Synthesis and cool-down</td></tr></table> <p>Linear Measurement</p> <p>Objects of equal length → Rulers → Number line diagrams</p> <p>Numbers and Operations in Base Ten</p> <p>5- and 10-frames → Connecting cubes in towers of 10 → Base-ten blocks → Base-ten diagrams</p> <p>Number and Operations - Fractions</p> <p>Rectangles Partitioned into equal parts → Fraction strips → Tape diagrams → Number line diagrams</p> <p>Operations and Algebraic Thinking: Addition and Subtraction</p> <p>Objects (Finders, counters, cubes) → Drawings → Tape Diagrams</p> <p>Operations and Algebraic Thinking: Multiplication and Division</p> <p>Drawings → Arrays (Objects and images) → Inch tiles → Area diagrams (Gridded and ungridded)</p>	Unit Level	Lesson Level	Activity Level	Invitation to the mathematics	Introductory lesson	Launch	Deep study of concepts and procedures	Warm-up	Work time	Consolidating and applying	Classroom activities	Synthesis			Culminating Lesson			Synthesis and cool-down	
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		Synthesis and cool-down																				
8:45 -9:30	2	<p>Typical lesson flow overview:</p> <ol style="list-style-type: none">1. Learning goal & welcome2. Warm-up3. Instructional activities4. Lesson synthesis5. Cool-down (AKA: Exit ticket) <p>“When do we PRACTICE? There aren’t enough PROBLEMS!?”</p> <ul style="list-style-type: none">- Centers<ul style="list-style-type: none">- Suggestions for organizing & storing- Solve the problem and show how you know <p>“What about homework?”</p> <ul style="list-style-type: none">- Research summary NCTM- HW philosophy- Organically generated questions (both mathematical <i>and</i> not)- Use exit tickets- Math games- BRIEF 1-3 problems	NCTM Homework Efficacy Research Brief																			
9:30 -10:30	3	<p>Warm-Up Instructional Routines</p> <ul style="list-style-type: none">- Notice & Wonder- Which one doesn’t belong?- Problem strings (Number Talk) <p><i>*Facilitate one of each with teachers.</i></p>	Math Talks/Congress Planning Template																			

		Provide planning templates.		
10:30-11:00		Summary & Wrap-up <ul style="list-style-type: none"> Add questions to the parking lot 		
Day 1 End				
8:00-9:00	4	Facilitating a rich task (pt 1) <ul style="list-style-type: none"> Teachers complete a rich task in randomly selected small groups and showcase their work on poster paper Facilitate a math congress to consolidate teacher work 	Slide deck cont.	Poster paper Poster markers Pencils Scratch paper *Teresa will bring white boards/markers/erasers
9:00-10:30	6	5 Practices for Facilitating a Productive Math Discussion <ul style="list-style-type: none"> Summarize 5 practices with parallels to what we did in the rich task together 	Math Talks/Congress Planning Template Using the 5 Practices to Orchestrate Productive Math Discussions Summary #1 5 Practices to Orchestrate Productive Math Discussions Summary #2 Funneling vs Focusing Questions Summary Book purchase link	Student work samples (pp. 7-8) * Print one set per group
10:30-11:00		W.I.N. <ul style="list-style-type: none"> Wrap up addressing teacher's questions/immediate needs Survey teachers to determine needs moving forward. 		

Citations: